

THE PROPERTY OF THE SCHOOL, NOT OF THE
TEACHER. PRESERVE CAREFULLY.

A COURSE OF STUDY

—FOR THE—

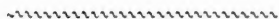
PUBLIC SCHOOLS,

—OF THE—

COUNTY OF HASTINGS, THE CITY OF BELLEVILLE,
AND THE TOWN OF TRENTON.

—WITH—

SUGGESTIONS AND INSTRUCTIONS.



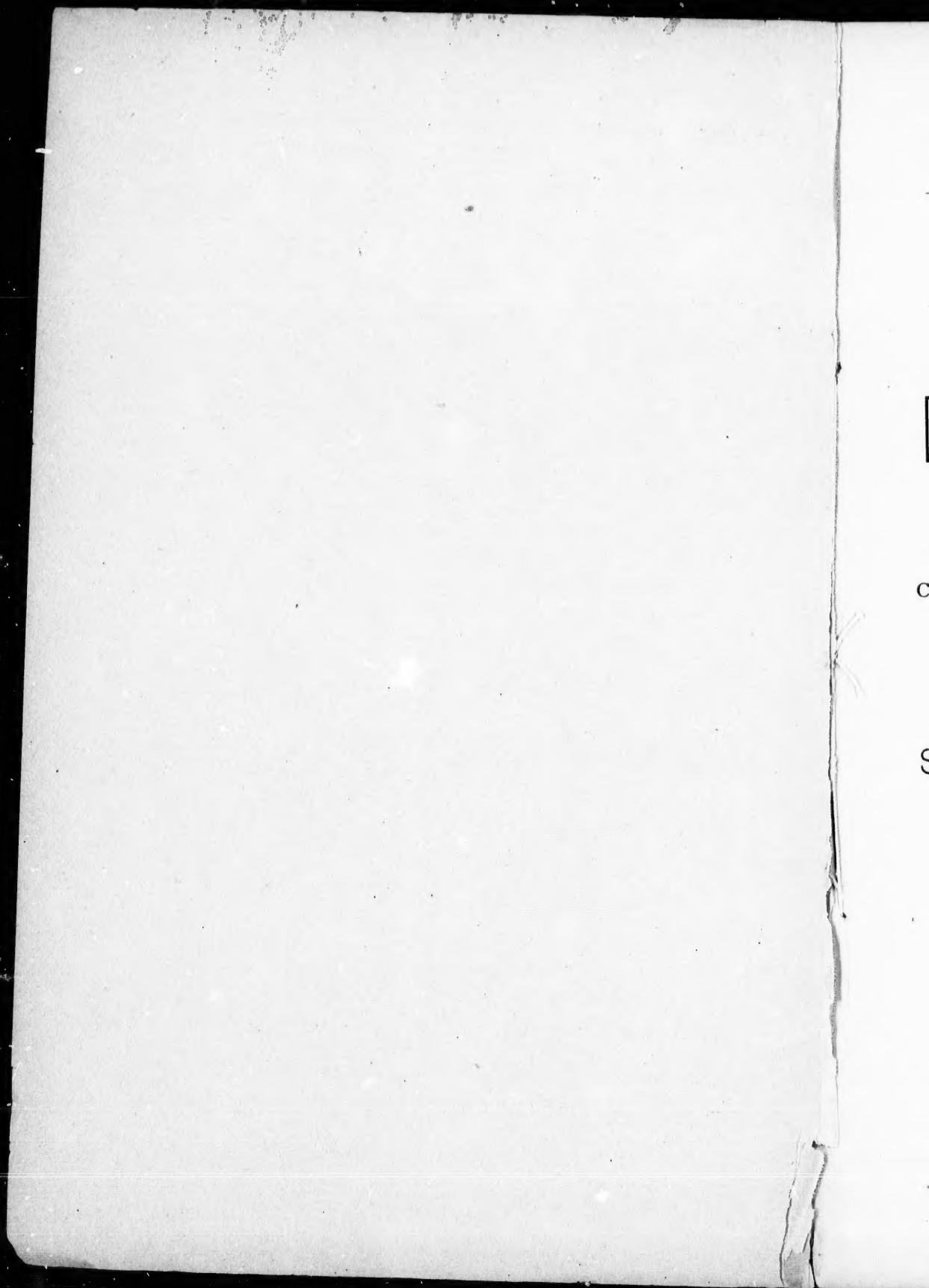
PREPARED BY THE PUBLIC SCHOOL INSPECTORS.



BELLEVILLE :

PRINTED AT THE DAILY INTELLIGENCER OFFICE, FRONT STREET.

1888.



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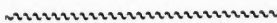
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Prefatory Note.

The following Course of Study has been prepared at the request of many of the Teachers of the County who felt that some guide more detailed in its information than the Programme of Studies issued by the Department of Education, and upon which this has been based, was needed. The promise to prepare it was made some years ago but its completion has been hindered by many causes, some, at least, of which will be obvious to the teachers in the County.

In its preparation, we have felt at liberty to utilize suggestions and information gathered from a variety of sources. The needs of our own Schools and Teachers have, however, been kept constantly in mind. To aid the latter in their difficult and very responsible duties, to inform them as to the scope and character of the work which they are expected to perform, to quicken their professional zeal and to stimulate them to make their teaching more really useful and more productive of moral and intellectual growth, have been our objects. Whether this pamphlet shall accomplish these ends, or not, will depend, chiefly, upon the Teachers. To all, it will, we are satisfied, prove of assistance. To those who are imbued with a sufficient sense of the importance of their work and of its far-reaching influences, who feel (as all *real* Teachers do) the need for information, guidance, and inspiration, and who are willing to learn and not averse to work, it will, we believe, be a valuable aid.

JOHN JOHNSTON,
Inspector of Schools,
South Hastings and Belleville.

W. MACKINTOSH,
Inspector of Schools,
N. Hastings.

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PUBLIC SCHOOLS
COUNTY OF HASTINGS.
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COURSE OF STUDY.  
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JUNIOR FIRST CLASS.
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READING.

I. PRELIMINARY LESSONS ON BLACKBOARD

II. TABLET READING LESSONS.

III. FIRST READER, PART I.

IV. SUPPLEMENTARY READING. For this purpose, the Tablet Lessons formerly used, the Royal Reader, Part I, Barnes' First Reader, or any other suitable reading matter may be used.

Teachers are recommended to make use of the Word and Sentence Methods at first. At an *early* stage in connection with the lessons *on the blackboard*, the Phonic Method should be introduced and used thereafter as much as possible. The names of the letters should be gradually and incidentally learned.

In connection with the Tablet Lessons, new words should be taught on the blackboard before the reading is begun. The order of progress should be (1) the intelligent use of words in speech, (2) recognition of these words *at sight*, (3) "getting of the thought" of the sentence *by silently reading it*, (4) reading. In connection with all Junior First Classes, whether reading from the Blackboard, Tablets, or Reader, special attention should be given to word and phrase recognition (*at sight*). The new words taught in connection with the preliminary reading lessons on the blackboard, should be written in large and plain script, in columns, on large sheets of stiff paper attached to the wall near the teacher's desk. These should be used for frequent tests in word and phrase recognition. Words should be instantly pronounced on being pointed to in any part of the Tablet, Lesson Book, or Blackboard. In reading, the phrases should be separated by slight pauses, and the words of the phrases connected intelligently. From the first, the reading must be intelligent,

natural, and expressive. Do not permit a pupil to read a sentence until he has silently got the thought which it contains.

As to pitch of voice, feeble and indistinct utterances, and also a loud and sharp tone are to be discouraged. Correct all mistakes in articulation by frequent drills with words adapted to that end, and occasional phonic exercises.

### PHONICS.

I. To be able to use, in word-building, all of the letter-sounds mentioned in the explanatory notes introducing the phonic lists in the First Reader, Part I.

II. To be able to utter these sounds singly.

III. To be able to get the pronunciation of all new words composed entirely of sounds with which they have become acquainted.

In teaching Phonics, the use of "slow pronunciation" is recommended.

### SPELLING.

I. ORAL SPELLING (looking at the printed or written word) of any word in Part I.

II. THE TRANSCRIPTION of words, phrases, and sentences from the Reader.

III. SPELLING, FROM DICTATION, of easy words, phrases, and sentences.

Spelling should be *learned* chiefly by transcription.

### WRITING.

The small letters in the following order :—i, u, w, z, x, v, n, m ; t, l, b, h, k ; e, o, c, a, d, q, j, g, y ; p, f, r, s.

Careful attention should be given to the position of the pupils, and to the holding of the pencil. No pencil less than five inches long should be used. Each slate should be ruled by the teacher with permanent lines. In ruling a pin or pen should be used. The lines should be between an eighth and a quarter of an inch apart, and should be in sets of six lines. There must be thorough drill in the correct forms of the letters. To make the lessons more interesting, have pupils write short, easy words, names of familiar things, composed of the letters learned. In all written school work, of whatever nature, attention should be given to the *correctness* and *neatness* of the writing. This very important matter has, in the past, been much neglected. The hints given on the covers of the Copy-Books should be studied.



## LANGUAGE.

**ORAL EXERCISES.**—These may be conversations about familiar and attractive things, in which the children are led to take an active part. Objects and pictures may be used to furnish suitable topics. Little stories may be read or told, by the teacher, and the pupils required to repeat them. Train the children to speak in complete sentences. Accept kindly the efforts the pupils make in trying to express themselves. Teachers should guard against the conversations becoming desultory and aimless. Always have a definite point in view, and hold the attention of the children to it. All the other subjects taught to this class should be made to serve the purpose of language lessons. Do not allow the mistakes that children are liable to make to pass unnoticed. Encourage the children to talk freely, but strive to cultivate the *habit of correct speech* in the simple statements they are called upon to make.

## NUMBER.

I. **THE NUMBERS FROM ONE TO TEN.**—This should include (*a*) the perception of the number as a whole, (*b*) the full analysis of the number, (*c*) drill upon the facts discovered by the analysis, (*d*) the comparison with smaller numbers.

The pupils are to be taught the numbers in succession and all the operations within the range of each number,—Addition, Subtraction, Multiplication, and Division, before proceeding to the consideration of the next higher number.

II. **THE FIGURES TO NINE, INCLUSIVE.**

III. **THE ROMAN NUMERALS TO X, INCLUSIVE.**

Have all work in correctly formed figures and neatly arranged. Aim always, in teaching Arithmetic, at three results:—the development of the reasoning and language powers and of the habit of rapid and accurate calculation. In addition to the work assigned above, pupils, in the greater number of schools, may be taught to count intelligently to 20. In connection with I., the order of progress should be oral exercises, black-board work, slate work. With the black-board and slate work, such arithmetical expressions as  $3 + 6 = 9$ ,  $8 - 2 = 6$ ,  $2 \times 4 = 8$ ,  $9 \div 3 = 3$ , may be used. These should be spoken of as "stories," and read thus:—three and six are nine, two from eight leaves six, two fours make eight, there are 3 threes in nine. Elliptical expressions based upon these may, with advantage, be used.

For guidance in teaching, each Teacher should have "First Steps in Number," Teachers' Edition, published by Ginn & Co., Boston, Mass.

## DRAWING.

**DRAWING.**—The use of the ruler ; drawing straight lines with the

ruler in positions to make simple diagrams of three or four lines ; ruling light parallel lines for writing ; the plain outlines of print capitals in the order : I, L, T, H, F, E, N, M, A, K, V, W, X, Y, Z, P, B, R, D, J, U, O, Q, C, G, S. The exercises on the fly-leaves of Part I. of the First Reader.

### MUSIC.

Rote Singing,—sacred and secular songs, Kindergarten songs.

### PHYSICAL EXERCISES.

A proper amount of Physical Training should be given daily. These exercises should be systematic and suitable.

### OBJECT LESSONS.

I. PLACE.—Oral Exercises requiring the pupil to describe the place of objects in the school room by the proper use of such terms as *on, above, under, left hand, right hand ; left, right ; before, behind, in the middle*, and the like.

II. Simple lessons on cleanliness of the person.

These lessons should be associated with the language lessons. They will be of little value, if each of them is not made to issue in a language lesson.

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## SENIOR FIRST CLASS.

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### READING.

I. First Reader, Part II.

II. Supplementary reading.

For this purpose, the Royal First Reader, Part II., the Royal Canadian First Reader, Part II., Gage's First Reader, Part II., or Barnes' First Reader may be used. In connection with every reading lesson, the teacher should aim at having the pupils able (a) to recognize the words and phrases, at sight ; (b) to understand the thought or sentiment which the words contain ; (c) to give the correct oral expression of the thought or sentiment.

Lists of words frequently mispronounced should be kept in some convenient place for frequent drill.

The suggestions given in connection with the Junior First Class Course will be found useful.

III. Commit to memory the maxims and verses on pages 10, 17, 20—21, 24, 27, 42, 43—44, 49, 53, 55 (foot of page), 58, 62, 67, 71, 74, 76, 77, 87, 89—91.

In no class should anything be memorized until it is completely understood.

### PHONICS.

I. Review work of Junior First Class.

II. To be able to use in word-building all of the letter sounds mentioned in the introductory notes to the phonic word lists in Part II.

III. To be able to get the pronunciation of words composed of sounds previously learned.

IV. Marking silent letters in familiar words.

V. To be able to "pronounce slowly" words, from the Reader, of regular formation.

### SPELLING.

WORDS, PHRASES, AND SENTENCES OF READER.

*Teach* Spelling chiefly by *transcription*. *Test* by means of writing from dictation. Lists of difficult words and words frequently misspelled should be kept on the blackboard, or on charts made by the Teacher, for frequent drill and review.

The exercises should be examined by the Teacher. For the correction of errors, pupils should be required to write, for each misspelled word, four or five short sentences (stories) containing it. The transcription and dictation exercises should be written, with the utmost care, in the ruled spaces on the slates. Penmanship should never be sacrificed for spelling.

### WRITING.

I. The small and capital letters, and the Arabic numerals.

II. Copy-Book A (Canada Publishing Company).

The slates used by pupils of this class should be ruled on one side as recommended for the Junior First Class. The suggestions given in connection with that class should be followed.

### LANGUAGE.

ORAL AND WRITTEN EXERCISES.—The following are suggested :—

making statements about objects ; conversation, in complete sentences, on subject matter of the reading lessons ; copying and completing easy elliptical sentences, from the blackboard ; writing simple sentences about objects or pictures brought before the pupils and which have been talked about in the class, or about actions performed before the class ; reproduction of stories told or read by the Teacher ; relation by the pupils of incidents which they have witnessed. Pupils should be required to use capitals in beginning, and a period or question-mark in closing, statements or questions, and capitals in writing proper names.

Careful attention should be given to training the pupils in the correct use of *a, an ; I, me ; is, are ; was, were ; has, have ; this, that, these, and those* in sentences ; but no rules are to be given or required. There should, also, be thorough drill in the use and orthography of such homonyms as occur in the First Readers, such as *be, bee ; by, buy ; to, too, two ; their, there, &c.*

Every lesson taught, whatever the subject may be, should be utilized for the purpose of language teaching.

For other suggestions, Teachers are referred to the latter part of this pamphlet.

### ARITHMETIC.

#### I. NUMBERS FROM ONE TO A HUNDRED, INCLUSIVE.

(1) Operations in addition, subtraction, multiplication, and division, involving no numbers, for answers or otherwise, higher than 100. These exercises should be both oral and on slate.

(2) Numeration and Notation to 1000, inclusive.

(3) Roman Numerals to C.

(4) Applied numbers ; --Coins from one cent to one dollar ; pint, quart, gallon ; pint, quart, peck ; inch, foot, yard ; minute, hour, day, week, month, year ; dozen.

II. Constant drill in mental exercises in all the combinations of a number. Give numerous drill exercises in adding, subtracting, multiplying, and dividing numbers, at sight, from examples on the blackboard. The Multiplication Table to be thoroughly learned to ten times ten.

In dealing with the measures of capacity and length, the actual measures should be used.

III. Exercises similar to those recommended for the Junior First Class, in which the signs  $+$ ,  $-$ ,  $\times$ ,  $\div$  are used. The technical names of the signs should not be used.

As a guide to Teachers, "First Steps in Number," Teachers' Edition (Ginn & Co., Boston) is recommended. Study the suggestions made in connection with the work of the Junior First Class.

### GEOGRAPHY.

Simple conversations about the earth, its trees, grass, rocks, hills.

### DRAWING.

- I. Simple figures with straight lines.
- II. Exercises on fly-leaf of Part II. of the First Reader.

### MUSIC.

Rote Singing,—sacred, secular, and Kindergarten songs.

### OBJECT LESSONS.

- I. Form.—Chiefly in connection with the drawing lessons.
- II. Color.
- III. Qualities of objects ;—rough, smooth, hard, soft ; tough, brittle ; to be learned from substances possessing these qualities.
- IV. Simple lessons on cleanliness of the person.
- V. Always sum up each lesson in complete sentences to be made or repeated by the pupils.

### PHYSICAL EXERCISES.

A proper amount of physical training should be given daily. The exercises should be systematic and suitable.

### MORALS AND MANNERS.

See suggestions in the latter part of this pamphlet.

## SECOND CLASS.

### READING.

- I. Second Reader.—The names of the punctuation marks (period, comma, semicolon, interrogation, and exclamation) to be learned.
  - II. Supplementary reading and exercises in reading at sight.
  - III. Committing to memory and reciting of short extracts in prose and verse. These should, principally, be taken from the Reader.
- Attention should be given to emphasis, inflection, and pauses as means of expression.
- For suggestions as to method, teachers are referred to the latter part of this pamphlet.

### SPELLING.

- I. Words, phrases, and sentences from the Reader.
  - II. Words in common use.
  - III. Syllabication.
- The spelling lessons are to be written from the teacher's dictation. Lists of difficult words and words frequently mis-spelled should be kept for drill and review.

### PHONICS.

- I. Review work prescribed for First Classes.
- II. Marking of the long and short sounds of a, e, i, o, u, and of silent letters.
- III. Marking of accents in common words from the Reader.

### WRITING.

- I. Copy-books B and 3 (Canada Publishing Co.) for the purpose of training in the correct form, slope, and spacing of letters, and in the spacing of words.
- II. Exercises in copying from the blackboard and in writing, from the Teacher's dictation, short selections from the Reader. For this purpose, an ordinary blank copy-book should be used.

III. Attention should be given to the penmanship in the written work of the other studies, as the best means of preventing pupils from falling into careless habits of writing.

### LANGUAGE AND COMPOSITION.

I. Oral and written Exercises :—These should be partly of the character prescribed for First Classes.

II. Additional work :—(1) Exercises in combining two or more simple sentences into one, and in placing the comma in the same ; but no rules are to be given or applied.

(2) Exercises in different forms of sentences,—statements, questions, and commands.

(3) Writing sentences containing the names of persons, places, the days of the week, and the months.

(4) Writing sentences about pictures or familiar objects, placed before the pupils, but *which have not been discussed with the pupils*.

(5) Letter Writing,—simple exercises with a few sentences.

(6) Reproduction, oral and written, from memory, of short stories read silently by the pupils.

(7) Exercises, oral and written, in making short sentences with words, the meaning or use of which has been learned from the reading lessons.

(8) Exercises in copying paragraphs from reading lessons which have been studied, to cultivate the correct use of capitals and punctuation marks.

(9) Exercises in the use and orthography of such homonyms as occur in the Reader.

(10) The proper use of capitals, commas, periods, and question-marks to be required in all written work.

(11) Exercises in the proper use in sentences of the singular and plural forms of nouns and pronouns ; in the use of the abbreviations Mr., Mrs., Dr., St., ct., cts., doz.; and in the correct use of the three principal parts of do, bite, see, eat, begin, break, drink, write, blow, bring, rise, freeze, feed, catch, draw, choose, lose, forget, teach, think,



run, sing, fly, keep, fall, go, make, find, leave, know, read, hold, ring steal, ride, tear, leave, shake, grow, and wear.

In none of these exercises, should there be any use of grammatical terms or rules.

(12) Careful attention must be given to the correction of common errors of speech in all oral and written exercises.

### ARITHMETIC.

I. Writing and reading of integers through hundreds of thousands.

II. Roman notation to D.

III. Addition, subtraction, multiplication, and division of integers. *No number higher than 1,000,000 should be used for any purpose with this class.*

IV. Exercises in Canadian currency.

V. Tables of liquid measure, dry measure, avoirdupois weight, and time measure. The uses of these tables. Simple mental problems (involving integers only) in the change of *quarts, gallons, pounds, months, &c.*, to higher and lower names. The use of *dozen, gross, and score* in practical examples.

VI. Simple concrete illustrations of fractions.

VII. Regular drill in oral (mental) exercises to precede, accompany, and follow the slate work. Arithmetic, at sight (lightning calculation), with simple numbers, parallel with the written work.

VIII. Necessary technical terms to be learned by the pupils as needed. No definition should, however, be memorized by the pupils until they are thoroughly familiar with the ideas contained in it.

In arithmetic, aim always at three results:—the development of the reasoning and language faculties, and of the habit of rapid and accurate calculation. Mental, or oral, exercises should form an important part of the work.

The problems in Exercise XIV., Public School Arithmetic, which do not involve denominate numbers of more than one denomination, may be used with advantage.

### GEOGRAPHY.

I. Place and relative position of objects in the school-room.



Maps of the school-room to be drawn on the floor and, afterwards, on the black-board.

II. Place and direction.—Diagram of school-house and lot, and of the adjacent streets or roads; diagram showing the position of the principal streets or roads, and important places of the city, village, or section, relative to the school-house. These diagrams should be drawn by the teacher on the board and, on slates, by the pupils.

III. Points of the compass (N., S., E., W., N. E., N. W., S. E., S. W.) What a map is. Points of direction on a map.

IV. General idea of the earth as a globe. Hemisphere explained.

V. Explanations of the terms applied to the divisions of land and water; definitions of the same.

No definition should be memorized until the pupils have become thoroughly familiar with the idea underlying the definition. Pupils should, at this stage, be familiarized with the mode in which land and water divisions are represented on the map.

VI. Map of the hemispheres; names of the continents, grand divisions, and oceans, and their relative positions.

The globe and the map of the hemispheres should be constantly used when the continental and oceanic divisions are being studied.

VII. Geography of neighborhood, township, and county.

VIII. Easy map drawing (township and county).

IX. In connection with this subject, there should be familiar talks about the natural phenomena of different countries, the peculiarities of different races, the birds and animals of different zones, &c. In these talks, pictorial illustrations will prove of great service.

### DRAWING.

I. Pupils should be encouraged to expand the exercises on the fly-leaves of the First Readers into original designs.

II. Authorized drawing book No. 1.

### OBJECT LESSONS.

I. Review First Class work.

II. Conversations about interesting and attractive objects (animals, plants, etc.) suggested by the Reading lessons or supplied from

other sources. Use the pictures in the Reader, or other pictures.

III. Observations of nature. Familiar conversations in which the children are led to observe and talk about the sky, clouds, rain, snow ; sun, moon, stars ; ground, rocks, water.

IV. Colors and qualities of objects.

V. Simple lessons on cleanliness of the person.

VI. Plants.—Conversational lessons on the parts of plants—flower, leaf, stem, root, bud, fruit, seed ; to be taught from specimens brought before the class. *The botanical lessons in the Reader should be used in this connection.*

VII. Always sum up each lesson in complete sentences which should frequently be written.

VIII. The material furnished by the object lessons should be utilized in the language lessons, by requiring the pupils to write what they can remember of the subject matter, in the form of short compositions.

#### MUSIC.

Rote Singing.—sacred, secular, and Kindergarten songs.

#### PHYSICAL EXERCISES.

A proper amount of physical training should be given every day. Exercises similar to those recommended in the authorized text book (Houghton's Physical Culture) may be used.

#### MORALS AND MANNERS.

See general suggestions in the latter part of this pamphlet.

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### THIRD CLASS.

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#### READING.

I. Third Reader.

II. The general uses of the punctuation marks :—period, comma, semicolon, interrogation, and exclamation.

III. Supplementary reading and exercises in reading at sight.

The text books in history and geography should occasionally be used for this purpose. Other suitable books should also be used.

IV. Memorizing and recitation of short extracts in prose and verse.

V. Attention to be given to emphasis, inflection, and pauses as means of expression. The teacher should refer to the general suggestions in the latter part of this pamphlet.

### SPELLING.

I. Words, phrases, and sentences from the Reader.

II. Words in common use and the more important words used in the lessons in the other subjects taught to the class.

Read the suggestions in connection with the spelling for the Second class.

### PHONICS AND ORTHOËPY.

I. Review of work prescribed for lower classes.

II. Marking of long and short vowels, and of the following sounds :—Italian and broad *a* ; *e* as in *obey*, and as in *her* ; *i* as in *machine*, and as in *fir* ; *o* as in *son*, and as in *move* ; *oo* in *moon*, and in *wool* ; *u* in *rule* and in *push* ; *c* as in *cede*, *c* like *k*, *ch* like *sh*, *ch* like *k*, *g* soft, *g* hard, *th* as in *that* and as in *thick*.

The diacritical marks used in the Orthoëpist are recommended for use.

III. Exercises in syllabication and in the marking of accents.

### WRITING.

I. Copy-books, Nos. 4 and 5 (Gage & Co.), for the purpose of training in the correct form, slope, and spacing of letters, and the spacing of words.

II. Simultaneous exercises in movement for the purpose of training the arm, hand, and fingers in the use of the pen.

III. Exercises in writing, in blank copy-books, short selections in prose and verse from the Reader or the teacher's dictation, and in writing bills and receipts.

IV. Attention should always be given to the penmanship in the written work of the other studies as the best means of preventing pupils from falling into careless habits of writing.

### LANGUAGE AND COMPOSITION.

I. Exercises similar to those prescribed for the Second Class but of a more difficult character. *These must not be neglected.*

II. Letter Writing.—The form of a letter (heading, address salutation, closing) and the addressing of the envelope to receive attention.

III. Exercises in writing sentences containing nouns, verbs, adjectives, etc., selected by the Teacher.

IV. Exercises in combining simple statements and in changing adjectives and adverbs into phrases and *vice versa*.

V. Oral and written descriptions of objects or places familiar to the pupils.

VI. Careful attention should be given to the correction of common errors of speech in all oral and written exercises.

### ARITHMETIC.

I. Review of work prescribed for lower classes.

II. Exercises, parallel with the written work, in rapid calculation.

III. Regular drill in oral exercises to precede, accompany, and follow the written work.

IV. Reduction, Compound Rules, Bills and Accounts, Aggregates and Averages, Sharing, Measurements (omitting exercises XIX. and XX.), Factors, as on pp. 92, 93, 94, 95, Measures and Multiples (Measure, Common Measure, Greatest Common Measure, how to find the G. C. M. of abstract numbers only, Multiples, as on pp. 104—107, inclusive), Fractions to the end of Subtraction and easy Multiplication and Division of whole numbers by fractions and mixed numbers.

The references are, of course, to the Public School Arithmetic. The parts omitted should be taken from the Junior Fourth Class.

*The general suggestions in the latter part of this pamphlet should be carefully read.*

*Teachers are urged to bear in mind that the majority of their pupils will become, not school teachers, but farmers and mechanics. This thought should influence the teacher to make the work in Arithmetic very practical.*

**GEOGRAPHY.**

I. Review Second Class Work.

II. Climate, so far as temperature is concerned. Division of the earth into zones.

III. Plants and animals characteristic of each zone.

IV. Position of the grand divisions in the zones.

V. Races of men.—Modes of life and occupations of men.

VI. Explanations of the terms :—commerce, domestic and foreign; exports and imports. Illustrations of the exchange of commodities with which the pupils are familiar.

VII. Size of the earth (diameter and circumference).

VIII. Explanation of the terms Equator and Poles. Motions of the Earth, (1) Daily causing day and night, (2) Yearly causing the seasons.

IX. Map of the World—a few of the more important seas, bays, gulfs, peninsulas, isthmuses, capes, islands, lakes, rivers, etc. Only a very few should be taken.

X. Map of N. America. This should include the particular geography of Canada, the U. S. A., Mexico, and Central America. Of course, more attention should be given to Canada than to the other countries.

XI. Map of Ontario.

XII. Map Drawing.

See the general suggestions on Geography at the end of this pamphlet.

Junior Third Class pupils should not be asked to get text-books in Geography.

**DRAWING.**

Drawing Books 2 and 3.

**GRAMMAR.**

Work similar to that dealt with in Parts I. and II. of the Public School Grammar.

Junior Third Classes should not be allowed to have Grammars.

The instruction given to the Senior Third Class should be, almost entirely, oral. If the pupils (Senior Third) have text books, they should be used merely for the purpose of review and on account of the exercises in them. Definitions should not be memorized until the pupils have become thoroughly familiar with the truths taught by them.

### HISTORY.

Conversations on Canadian History and on our Municipal and Federal forms of Government. The following topics, for which we are indebted to Dr. Wright, should be dealt with :—

### CONVERSATIONS ON CANADIAN HISTORY.

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TOPIC I. PREHISTORIC AMERICA.—The Indians—Dwellings—Dress—Manners—Beliefs—Food—Occupations—Language—Knowledge, Tribes—Chiefs—Warriors :—The Huron—Algonquins—The Iroquois.

II. CAUSES WHICH HASTENED THE DISCOVERY.—The products of Arabia and India—Caravans—Jealousy of the Mohammedans—Other difficulties of Transport—Growth, Riches, and Enterprise of Mediterranean Cities—Genoa, Leghorn, Venice.—The Political importance and power of England, France, and Spain.—Their anxiety to secure Eastern Trade.

III. THE DISCOVERY.—Early Navigation—The Compass—The Ships of the 15th Century—Columbus—His Theory—His Difficulties—His success—England and France eager to share the results—Cabot—Cartier. Other Navigators. The new spirit of Marine Enterprise—Magellan's Voyages—Drake's Voyage round the Globe.

IV. CANADA.—The Fur Trade—The Fisheries—Early attempts at Settlement—Champlain. Easy intercourse between the French and Strangers—Adapt themselves to the life and feelings of the Indians—The Jesuit Fathers. Merchant Companies—The Hundred Partners.

V. THE VICE-ROYALTY OF NEW FRANCE.—The French Monarchy—Ministers—Richelieu—The change in Canada in 1663. Enterprise and activity of the New Government. Explorations and Settlements —The Mississippi—Frontenac.

VI. THE ENGLISH IN NORTH AMERICA.—Establishment at New York. English make friends with the Iroquois. Hostility of the Iroquois and Algonquin Hurons. Growth of Trade.

VII. RELATIONS OF ENGLAND AND FRANCE.—France the nearest power to England. Ancient Rivalry—England ravages France—Crecy—Agincourt—Loss of Calais—Enmity strengthened by time—

James II flees to France—War in Europe produces war in America—King William's War—Queen Anne's war—Utrecht.

VIII. COLONIAL WARS.—English Colonies augmented by Utrecht War of the Austrian Succession in Europe. Corresponding Trouble in America. Not Settled fully at Aix la Chapelle. French and English in America and India begin hostilities contemporaneously—England's Great Triumphs. Clive—Wolfe.

IX. THE ENGLISH IN CANADA.—Treaty of Montreal—Military Rule—Treaty of Paris—French Canadians do not understand English Laws—Have no appreciation of Juries and Habeas Corpus. Reverence for their Seigneurs and Bishops—Their "Custom of Paris"—Discontent—The Quebec Act.

X. CONSTITUTION.—Dissimilar feelings and prejudices make the Quebec Act distasteful to English Settlers. England anxious to preserve peace in Canada—Declaration of Independence by the other Thirteen Colonies—War—The Loyalists—Necessity for English Laws for English Settlers—Act of 1791.

XI. PROGRESS.—The New Government—Settlement of the Loyalists—Their Hardships and suffering—The State Church—Other Denominations—Emigrants—Jealousy of the Independent United States—War of 1812—Leading Families absorb all Government Employment—Mackenzie.

XII. REBELLION.—Papineau—Taxation and Revenue in Lower Canada—Quarrels between the Representative and the Executive in both Provinces—The Executive and the Judges and Bishops—The Rising—War of 1837.

XIII. UNION.—Lord Durham—His report on the State of Canada—The Act of Union—The Growth of Upper Canada—Inequality of the population and wealth of the two Provinces—Constantly increasing discontent in Upper Canada—Difficulty of Equalizing Representation and Expenditure—Other English Settlements—The Maritime Provinces—Their Increasing Influence.

XIV. FEDERATION :—Township Councils—County Councils—Provinces—Provincial Legislature—The Senate and Commons—The Cabinet—The Governor General—The force of Federal Union in quieting Provincial Jealousy and in maintaining Compact Government.

### OBJECT LESSONS.

I. Lessons with material obtained from the reading lessons and from other sources, as in the Second class. The same method of instruction should be pursued.

II. Observations of nature. Occasional talks on the subjects of the Second class.

III. Conversational lessons on plants ; comparison of leaves as to size and shape ; of stems as to form ; of flowers as to color, shape, and size. How plants grow. The vegetables, seeds, grains, and fruits most commonly used for food. How these food plants are grown. Trees and shrubs—different kinds and mode of growth. Forests. The most important shade and forest trees. The different kinds of wood obtained from trees, and the uses made of them. *The botanical lessons in the Reader should be used in this connection.*

IV. Conversational lessons on the following articles of food and drink (from what natural objects obtained):—bread, beef, mutton, coffee, tea, butter, cheese, rice, and fruits of different kinds.

V. Conversational lessons on the following materials used for clothing (from what natural objects obtained):—cotton, linen, woolen, silk. Samples of the raw material and of the manufactured products should be used in giving the lessons.

VI. The material furnished by the object lessons should be utilized in the language lessons, by requiring the pupils to write what they can remember of the subject matter in the form of short compositions.

### PHYSIOLOGY, HYGIENE, AND TEMPERANCE.

#### ORAL INSTRUCTION.

The Human Body.—The care of the body. Cleanliness—bathing, clothing, in hot and cold weather. Care of the teeth—causes of their decay, and how to prevent it. The lungs and breathing, necessity of air to man and animals. Importance of supplying fresh air to the lungs. The bony structure—skull, jaw, spine, collar-bone, shoulder-blade, ribs, arms and fingers, legs and feet. How these are held together by joints. The general use of the bones. The muscles and their uses. The senses. The tongue and taste. The nose and smelling. The eye and seeing. The ear and hearing. The proper care of the eyes and ears.

#### TEMPERANCE.

#### THIRD AND FOURTH CLASSES.

*Concurrently* with the instruction in Physiology and Hygiene, instruction should be given on the effects of alcoholic drinks, stimulants,



and narcotics upon the human system. The following topics should be dealt with:—

Alcohol and its formation—fermentation and distillation. The properties of Alcohol.—The effect of Alcohol upon the circulation, heart, membranes, blood, and lungs.—The relation of Alcohol to the digestive organs.—Its effect upon the digestion, liver, kidneys, and the waste of the body. Does it impart strength? Does it impart heat?—The effect of Alcohol upon the nervous system, brain, and mental and moral powers.

The evil effects of the immoderate use of tea and coffee.

Narcotics.—Tobacco and its physiological effects. Its evil influence on youth.

For preparation for teaching Physiology, Hygiene, and Temperance the authorized Manual of Hygiene, the authorized Public School Temperance, and Steele's Hygienic Physiology (abridged), published by A. S. Barnes & Co., New York, will be of great use. The last will be particularly serviceable.

#### **MUSIC.**

Rote Singing,—sacred and secular songs. If possible, systematic instruction should be given in musical notation.

#### **PHYSICAL EXERCISES.**

A proper amount of physical training should be given every day. The different extension movements prescribed in the authorized text book (Houghton's Physical Culture) should be frequently practised, not only during recess but during school hours. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics. Accuracy and promptness should characterize every movement.

#### **MORALS AND MANNERS.**

Consult the general suggestions at the end of this pamphlet.

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### **FOURTH CLASS.**

#### **READING.**

I. A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized

for Fourth Classes. The pupil should be taught to read *intelligently* as well as *intelligibly*.

## II. Supplementary Reading.

Reading and Literature should be taught concurrently. The latter, as it should be taught in the Public Schools, is simply *intelligent* reading, reading *with the understanding*, with intelligent *appreciation*. Every reading lesson should be a literature lesson. Restricting the attention of pupils entirely, or almost wholly, to a few selected lessons, as is done in not a few schools, will *always* be injurious in its educational effects. As a rule (with *very* few exceptions), no pupil should be permitted to be a candidate for promotion to the Fifth Class, or to a High School, who has not read and studied, carefully and intelligently, all or nearly all, the lessons in the Fourth Reader.

## LITERATURE.

The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage ; to illustrate and show the appropriateness of important words or phrases ; to distinguish between synonyms in common use ; to paraphrase difficult passages so as to show the meaning clearly ; to show the connection of the thoughts in any selected passage ; to explain allusions ; to write explanatory or descriptive notes on proper or other names ; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension ; and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

## ORTHOGRAPHY AND ORTHOËPY.

I. Work in Phonics, prescribed for lower classes.

II. The remaining elementary sounds of the language, with the use of the proper diacritical marks.

III. The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelled or pronounced. The distinctions between words in common use in regard to spelling, pronunciation, and meaning.

## WRITING AND BOOK-KEEPING.

Copy-Books Nos. (7 and 9) for girls, and Nos. (6 and 8) for boys.

Besides writing these Copy-Books, the pupils should be taught how to keep simple accounts by single entry. No text book in book-keeping should be used by the pupils.

## GRAMMAR.

The sentence : its different forms. Words : their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences. The whole course, as treated in the Public School Grammar, should be taught.

## COMPOSITION.

The nature and construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises :—Changing the voice of the verb ; expanding a word or a phrase into a clause ; contracting a clause into a word or phrase ; changing from direct into indirect narration, or the converse ; transposition ; changing the form of a sentence ; expansion of given heads or hints into a composition ; the contraction of passages ; paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

## GEOGRAPHY.

I. Work prescribed for Second and Third Classes.

II. The form and motions of the earth. The chief definitions as contained in the authorized text-book ; divisions of the land and the water ; circles on the globe ; political divisions ; natural phenomena. America, Europe, Asia, and Africa. Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

History and Geography should be taught concurrently, as far as possible. The information gained from the geography lessons should, very frequently, be utilized in the composition exercises. The subject should be taught as indicated in connection with the Third Class and as recommended in the general suggestions.

### **ARITHMETIC.**

Numeration and Notation ; the elementary rules ; Greatest Common Measure and Least Common Multiple ; Reduction ; the compound rules ; Vulgar and Decimal Fractions ; elementary Percentage and Interest ; Square Root ; Mental Arithmetic.

The whole subject, as treated in the Public School Arithmetic, should be taught.

### **HISTORY.**

I. Review the work of the Third Class.

II. Outlines of English history ; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The Municipal institutions of Ontario, and the Federal form of the Dominion government.

Every good teacher will teach History and Geography concurrently. The History lessons should form the bases for numerous exercises in composition.

### **AGRICULTURE.**

The authorized text book on this subject should, (when published) be introduced into every Public School. Special attention should be given to such points as these :—How plants grow and what they feed upon, how farms ought to be beautified and cultivated, the value of shade trees, what trees to plant, how and when to plant them, the relation of agriculture to other pursuits, the effect of climate in the habits of the people. Poetical selections on rural subjects and talks on natural history should form part of the instruction of every Friday afternoon.

### **DRAWING.**

Authorized Drawing Books, Nos. 4 and 5.

### **MUSIC.**

I. Sacred and Secular Songs.

II. The elements of musical notation as taught in the authorized text book.

## **DRILL AND CALISTHENICS.**

As prescribed for Third Classes.

## **PHYSIOLOGY AND HYGIENE.**

- I. Review the work prescribed for the Third Class.
- II. General plan of the human body, and the manner in which life is maintained.
- III. The bones—their composition and structure. The skeleton and its parts.
- IV. The muscles—their structure, sizes, shapes, and mode of action. Locomotion.
- V. Digestion. The organs of digestion and the mode in which it is carried on. Eating and drinking. Foods.
- VI. The blood and its circulation. Structure and action of the heart.
- VII. The lungs and respiration. Air and its relations to life. Ventilation.
- VIII. The skin and its functions. Clothing. Bathing.
- IX. The nervous system, general structure and distribution. The brain and spinal cord. Sensitive, or afferent, and motor, or efferent nerves.
- X. The special senses—touch, taste, smell, hearing, and seeing.

## **TEMPERANCE.**

The work prescribed may be found in the Third Class Course.

## **MORALS AND MANNERS.**

Consult the general suggestions at the latter part of this pamphlet.

## GENERAL SUGGESTIONS.

### READING.

The objects to be kept in mind in conducting a reading lesson are to give the pupils the ready command of a constantly increasing vocabulary, the power to realize for themselves the thought or sentiments which the passage read contains, and facility in expressing the meaning which the words and sentences have assumed in their own minds.

New and difficult words, with the phonic and accent marks, when deemed necessary, should be put upon the board by the teacher, for class drill, preparatory to the reading lesson in which they occur. The class should be practised in pronouncing them at sight. Lists of words in common use liable to be mispronounced, should be made by the teacher and kept ready for class drill.

The prime object of the teacher in every reading lesson should be to train the pupils *to get at the sense of what is read*. Various expedients should be resorted to for securing this end.

With regard to expressive reading, the chief consideration should be whether the pupils know or feel what is contained in the passage to be read; and if this be secured, they may be depended upon to give it natural and pleasing expression. The example of the teacher in reading a paragraph or selection *should* be an important aid to the pupils in this connection. An excellent exercise, for all the classes, is to require a pupil to read when all the other members of the class listen with closed books, and criticise when he has finished.

Exercises in silent reading should occasionally be practised. A selection should be given to the class and, after sufficient time for study has been allowed, the pupils should be questioned upon the lesson, and should be called upon to state, either orally or in writing, in their own language, the substance of what has been read.

Pupils should be encouraged to use, in the preparation of their lessons, the dictionary for the meanings and pronunciations.

The judicious use of recitations and declamations will aid the reading.

### ARITHMETIC.

There should be regular and systematic drill in oral arithmetic in connection with every class. These oral exercises should precede, accompany, and follow the slate work. No book on mental arithmetic should be placed in the hands of pupils, but teachers are recommended to use, for their own guidance, some standard work

on the subject. The latest edition of Warren Colburn's *Intellectual Arithmetic*, published by Houghton, Mifflin & Co., Boston, is recommended. McLellan's *Mental Arithmetic* will also be found of much use.

### **GEOGRAPHY.**

The following order of dealing with the map of a continent is recommended :—Position in the zones, general statement of climate, boundaries, size compared with other continents, land divisions, water divisions, physical features (climate as depending upon physical features), productions (mineral, vegetable, animal), inhabitants (modes of life), political divisions, and the capital of each.

In dealing with the map of a political division, the following order is recommended :—

Study of the map and its general outline, position in the zones—general statement of climate, boundaries, size compared with other countries in the same continent, land divisions, water divisions, physical features, (surface, climate, soil), productions, inhabitants (modes of life and occupations), political divisions, capital and chief commercial city of each.

In dealing with the geography of a Province or State, the following order is recommended :—Study of the map and general outline, position in the zones, position in the country, boundaries, extent and size compared with the other Provinces or States, surface, peninsulas, mountains, capes, bays, lakes, islands, straits, rivers, climate, soil, productions, principal cities and towns.

### **MAP DRAWING.**

The pupils should be practised in the rapid drawing of a sketch-map of each continent, country, or province upon the blackboard and slates or paper, commencing with the outline, and adding successively the mountains, rivers, physical divisions of the surface, political divisions and their capitals and chief centres of trade and manufacture, and general indications where each race and the different productions most abound. A neatly executed map on paper, should be required of each pupil when the study of the division, country, or province has been finished. This map should be drawn from memory. The progressive sketch-maps mentioned previously should be drawn, at first, with the wall, or book-map open before the pupil.

In all classes, the teaching should be almost entirely oral. The text-book should be used chiefly for review.

### **HISTORY.**

In the Third Class, the instruction should be entirely oral. The purpose of these oral lessons is to familiarize the pupils with a few of the leading events and with the lives of the most striking personages in the history of our own country. Success will depend upon



the *intelligent* interest the teacher takes in the work. No attempt should be made to load the memory with dates and disconnected facts. The teacher must bear constantly in mind that the object of the lessons in History is not so much to communicate knowledge as to excite an interest in the subject, attract the attention of the pupils, stimulate a desire to know more of the subject, and lay a broad foundation for its more extended study.

The history lessons will furnish excellent material for language and composition lessons. A lesson should not be considered as finished until the facts or incidents learned have been embodied in a composition.

Many successful teachers strongly recommend the use of the topical method. The pupils should never be required to memorize portions of the text-books, but should be trained to use it as the source of information on the topics which the class is studying. The habit of stating in their own language what they have learned from the book should be sedulously cultivated.

With Fourth Classes, the paragraphs of the text-book covered by the lesson should, as a preparation for the recitation, be read by the class and all necessary explanations made by the teacher. The history of a country cannot be learned without constant reference to its geography. The pupils should, therefore, be made familiar with such geographical features of a locality as may be necessary to understand the incidents that have taken place there: map-drawing is, therefore, an essential feature of the instruction. The dates of the most important events are, of course, a necessity. The number *should, however, be made as small as possible*. The exact date of events is of much less importance than their orderly succession and continuity. Frequent general reviews should be given. Comprehensive chronological summaries should be made at the end of each of the epochs or periods and utilized as one mode of reviewing the ground gone over.

### MORALS AND MANNERS.

No course of moral instruction is prescribed. The morals and manners of the pupils cannot, however, be too sedulously cared for. The teacher is expected, by his personal example as well as by the exercise of his authority and by direct instruction, to imbue every pupil with respect for those moral obligations which underlie a well-formed character. Respect for those in authority and for the aged, courtesy, true manliness, reverence, truthfulness, honesty, etc., can best be inculcated as occasion arises for referring to them. The teacher can well afford to devote both time and effort to establishing his pupils in *habits* of politeness and good conduct. These are matters, however, which cannot be reduced to specific rules and directions; they must be left to the personal character and influence of the individual teacher. It is sufficient to state here that moral char-



acter and fixed habits of right action should be the final outcome of all education. The school that does not succeed in securing these ends fails in the great purpose for which it is organized and maintained.

The religious exercises of the school should be conducted without haste and with the utmost reverence and decorum. They should never be omitted. The departmental regulations relating to religious instruction in schools, printed on the cover of the Daily Register should be carefully read and adhered to.

### LANGUAGE AND COMPOSITION.

As guides in teaching, the following books are recommended to teachers:—Graded Instruction in English (D. Appleton & Co., New York), Maxwell's Primary Lessons in Language and Composition (A. S. Barnes & Co., New York), Practical Lessons in the use of English (D. C. Heath & Co., Boston), Elementary Lessons in English (Teachers' Edition). The first and last books contain work suitable for any class lower than the Senior Fourth. The others will serve as suitable aids in teaching First and Second Classes. The first is specially recommended.

In connection with the teaching of Composition, Bigsby's Elements of the English language (Ginn & Co., Boston), Morrison's Composition, and the Public School Grammar are recommended.

### RECITATIONS AND REVIEWS.

There should be daily reviews of the lessons previously taught. In addition, there should be periodical (weekly, monthly, and quarterly) reviews. These should be systematic and searching. They should be both oral and written. Neither of these methods of examination should be neglected. Both are necessary. For the oral reviews, teachers should make special preparation, otherwise the tests will be unsystematic and pointless.

At least, a portion of every Friday afternoon should be devoted to exercises, tending to relieve the usual routine of the school-room, while promoting the mental and moral culture of the pupils. The teacher should encourage the pupils to prepare readings, recitations, and songs for these occasions. He should also choose some topics (current events, interesting natural phenomena, habits and peculiarities of other nations, etc.), for familiar talks with the pupils. Some literary selection may also be read by him. These exercises should be calculated to promote a love of reading, to quicken the intellectual and moral life of the pupils, and to lead them to take increased interest in the work of the School. Occasionally, parents and others may be invited to be present at these exercises and should be welcomed at any time.

### EXAMINATIONS.

The school law and regulations make it the duty of teachers to hold a public examination during each school term. This duty should not be neglected. Whether these examinations prove interesting and useful to pupils, parents, and trustees will depend upon the spirit that influences the teachers and upon the manner in which the examinations are conducted. They should be fair, honest, and searching. To relieve the monotony, there may be a few songs, an exercise in calisthenics or drill, and a few readings or recitations, but the examination should not be converted into an entertainment. It should be an honest review of the work done during the term.

### TIME TABLE.

Loyalty to the school law as well as a desire to enhance his own efficiency, will, it is believed, lead every teacher to prepare a Time Table showing the manner in which the school time is spent. This should show clearly the amount of time given to each recitation, the order in which the class recitations are heard, and the manner in which the pupils who are not reciting are employed. It should be posted in some conspicuous part of the room for the guidance of teacher and pupils, and for the information of Trustees, Inspectors, &c.

Junior First (Tablet) Classes should receive *four* lessons, in reading, daily; Senior First (Part II.) classes should have, at least, *three*; Second Classes should have *two*; and Third and Fourth Classes, at least, *one*.

In *every* school, and in every department of a school, there should be *daily* instruction and practice in writing for each class. At least half an hour should be devoted daily to this exercise. During the time allotted to writing, the teacher's whole attention should be devoted to it. In small schools and departments, teachers are recommended to have daily recitations in all the more important subjects prescribed in the Course of Study.

Two lessons should be given, during each week, on Physiology, Temperance, and Hygiene.

The Object Lessons prescribed should receive due attention. They should be true *development* lessons in which information is only incidentally obtained.

### PROMOTIONS.

For testing the progress of the First, Second, and Third classes, and as a test of fitness for promotion, half-yearly written examinations will be held in each school. For these, the questions will be prepared by the Inspectors.

No pupil should be promoted to the Fifth Class who has not passed the examination for admission to High Schools.

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